**Lesson Plan Format**

Lesson 1: We the Students of 3rd Grade

**Teacher Candidate** Brandy Job**e Grade Level** 3rd  **Date of lesson** TBD

**Content Standards:**

Social Studies Content Standards:

3ss1.b: Describe the reason for rules, laws and the U.S. Constitution

English Language Arts:

3E2a.1: Find ideas for writing stories and descriptions in conversations with others.

3E2a.2: Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

**Learner Background:**

* Students know why it is necessary for the community to have government and what it means to be a good citizen in the school community.
* Students can find ideas for writing stories and descriptions in pictures or books, create lists of ideas for writing, and organize related ideas together to maintain a consistent focus, use descriptive words when writing, and can write to a specific audience or person.

**Student Learning Objective(s):**

Students will recognize that the U.S. Constitution was created to limit the power of the three branches of government: executive, legislative, and judicial.

Students will discuss why we need rules for the classroom and laws for our communities and nation.

Students will demonstrate their ability to begin the writing process of prewriting by making lists of ideas gathered from a group conversation.

**Assessment:**

Informal Formative: Students will analyze the three parts of the Constitution to understand how it establishes the 3 branches of the U.S. Government.

Formative: Students will begin prewriting stage of writing by creating a list of characteristics of good laws and bad laws.

**Materials/Resources:**

Photos of Constitution of the United States (<http://www.archives.gov/exhibits/charters/constitution.html>)

School House Rock: The Preamble (<https://www.youtube.com/watch?v=yHp7sMqPL0g>)

Transcript of Constitution of the United States: (<http://www.archives.gov/exhibits/charters/constitution_transcript.html>)

Flip Chart with Preamble written on it

Writing journals

Constitution Parts Graphic Organizer (https://www.teacherspayteachers.com/FreeDownload/Graphic-Organizer-for-the-Constitution)

**Teaching Model/Strategy**

Disciplinary Inquiry will be utilized to help students examine the parts of the U.S. Constitution to develop an understanding of why our Founding Fathers created three branches of government. Through creating a Classroom Constitution, students will have to consider what rules are needed to create a safe and productive classroom environment. While creating a Classroom Constitution , students will be expected to justify the need for their rules if they are disputed, as well as learn to compromise for the goal of creating the constitution, just as our Founding Fathers did.

**Learning Activities:**

**Initiation:**

* Photo of U.S. Constitution will be displayed and students will be asked if they know what document it is.
* Students will then watch School House Rock: Preamble video

**Lesson Development:**

* Teacher will model how to analyze a photo.

Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?